



FARINGTON MOSS ST. PAUL'S C.E. PRIMARY SCHOOL

SCHOOL ACCESSIBILITY PLAN: Governing Body has written in compliance with paragraph 3 of schedule 10 to the Equality Act 2010

December 2016- July 2017

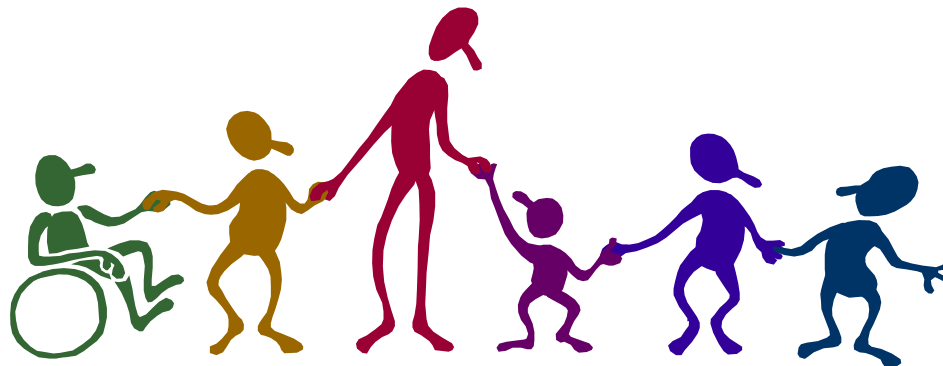
Signed:

Headteacher: Alison Gibson

Signed:

On behalf of the Governing Body

Proposed Review Date: December 2017



At Farington Moss St. Paul's CE Primary school we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

This Accessibility Plan sets out the proposals of the school to increase access to education for disabled pupils and for staff, governors, parents and visitors. **To be aware of the access needs of disabled pupils, staff, governors, parents & visitors we will use new pupil and staff questionnaires on starting school or recruitment and/or meetings with the relevant personnel.**

It contains relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Health & Safety (including off-site safety)
- Special Educational Needs and Disability (SEND) & Single Equality Policy
- Behaviour Management
- School Improvement Plan
- Supporting Pupils with medical conditions and administering medication policy

| | | TARGETS | STRATEGIES | OUTCOME | TIMEFRAME | GOALS ACHIEVED |
|------------------------|----|--|---|--|---|--|
| PHYSICAL ACCESS | 1. | Ramps at rear of school leading from toilet blocks | Incorporate into building plan agreed with Architect. | Field and rear playground will be fully accessible. | When funding approved through Diocesan Board of Education/DfES. Phase 2 build in 2017 | Disabled access to areas at rear of school. (At present only via hall). Two ramps constructed from hall and YR corridor |
| | 2. | Investigate 'self-opening' fire doors in corridor areas. | If suitable doors available incorporate into building plan agreed with Architect. | Free movement around school for disabled, particularly, wheel chair users. | When funding approved through Diocesan Board of Education/DfES. | |
| | 3. | Visual alarm incorporated into fire alarm system. | Use of DFC money. | Fire alarm up-graded for those with no hearing. | When funding available | |

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| | 4. | Improve the floor covering of the internal ramp | Remove 3 mats and replace with carpet | Safe, trip free surface | Spring 2016 | Completed and there is suitable access for all children |
|--|----|---|---------------------------------------|-------------------------|-------------|---|

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|--------------------------|----|--|---|---|---|---|
| CURRICULUM ACCESS | 1. | Training for staff to meet needs of disabled pupils & specific needs of pupils | Following pupil progress meetings and an evaluation of pupil need specific training would be accessed. e.g. Phonics training for TA | Staff more able to meet needs of disabled pupils. | November 2016 Spring 2017 On-going as staffing changes/as required | Training for SENCO completed. Training for Teachers &TA's completed at Hillside (Autistic support, Team teach (positive handling), Supporting Looked after Children, Supporting Children with Down's Syndrome & Speech & Language provision. |
| | 2. | Future furniture & resources purchases to take account of needs of disabled if necessary. Purchase new lunch time seating. | Room layouts give improved 'movement' for disabled pupils. Purchase from within furniture allowance. | Easier movement around classrooms. Provision of suitable work stations Provision of suitable dining facilities Provision of toilet step & seat | September 2016 On-going as required by pupils on roll June 2017 January 2017 | New furniture in place for specific pupils. Booster seat purchased for dining room. |
| | 3. | Specific resources to meet the needs of disabled pupils | Co-ordinators/class teachers to purchase items to meet the needs of specific pupils e.g. Listening station, malleable materials | Easier access to national curriculum. | November 2016 January 2017 February 2017 | Purchases include laptops to support children with fine motor skill difficulties, I-pads Exercise balls for pupils with poor muscle tone. Writing slope purchased to support pupil poor upper body strength. Sensory Toys. PECS in place. |

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|------------------------------|----|--|---|--|---------------------------------------|---|
| ACCESS TO INFORMATION | 1. | Ensure alternative form of written information is available. | <p>Recommend e-mail communication for all parents at the new intake meeting and in Newsletters.</p> <p>Ask parents to give school current mobile phone numbers for texting.</p> <p>Annually update the Data information sheet.</p> <p>Annually review the Communication policy</p> <p>Make SEND information report/ policy and local offer available on website.</p> <p>Provide information in parent friendly form.</p> <p>School staff to help parents to access information and complete school forms as required.</p> <p>Provide suitably enlarged, clear print for visually impaired parents</p> | If needed can provide information in a range of formats. | On-going as needed | <p>All electronic achieved for governor. Parent mail test message/e-mail system</p> <p>All governors use the school portal. All governors are contacted by e-mail. Parent/carers communication in place by text and partially e-mail.</p> |
| | 2. | Communicate regularly with parents to evaluate provision and future needs | Home-school diary Educational, Health care review meetings. | Parents/ carers and school staff are well informed of the child's requirements | Daily communication Annual reviews | Home school diary well established. |
| | 3. | To support parents and children in the transition to secondary education or next educational setting | Liaise with SEND and parents Teachers & Ta's to visit educational settings e.g. | Parents are supported in the decision making process | As required | |